

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>Anthropology</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>ANTH 2346</u>						
<b>COURSE TITLE</b>	<u>Introduction to Physical Anthropology and Archaeology</u>						
<b>COURSE CREDIT HOURS</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-top: 1px solid black;"><b>3</b></td> <td style="width: 33%; border-top: 1px solid black;"><b>3</b></td> <td style="width: 33%; border-top: 1px solid black;"><b>0</b></td> </tr> <tr> <td style="border-top: 1px solid black;">Credits</td> <td style="border-top: 1px solid black;">Lec</td> <td style="border-top: 1px solid black;">Lab</td> </tr> </table>	<b>3</b>	<b>3</b>	<b>0</b>	Credits	Lec	Lab
<b>3</b>	<b>3</b>	<b>0</b>					
Credits	Lec	Lab					

### I. Catalog Description

Studies the human beings, their antecedents, related primates, and their cultural behavior and institutions. Introduces the major subfields: physical and cultural anthropology, archeology, linguistics, their applications, and ethics in the discipline. Surveys the history of the making of humankind to answer the question, what does it mean to be human? Studies the physical development of humankind to answer questions such as: why do we walk upright, depend so much on sight, and have large brains that allow us to remember the past and anticipate the future? Studies the cultural development of humankind to answer questions such as: why do we live in groups, marry, obsess over things, kill our own kind, become jealous, even feel different kinds of love? **Prerequisite: INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

### II. Course Objectives

This course is designed to provide the student with an understanding of the evolution of modern man by examining his development as both a biological and behavioral creature. It is hoped that the student will gain an appreciation of the long, complex, and intriguing processes which have led man to his present state. Specifically, by the end of the semester, each student should be able to:

- A. Unit I. Theory and Mechanics of Evolution
  - 1. Identify the different contributors to the theory of evolution before Charles Darwin.
  - 2. Compare the various concepts regarding the process of natural selection.
  - 3. Analyze the additions and modifications to the theory of evolution made by modern evolutionists (since Charles Darwin).
  - 4. Apply the mechanics of natural selection to existing species.
  - 5. Demonstrate **critical thinking skills** by engaging in creative thinking, innovation, and inquiry, and demonstrate analysis, evaluation and synthesis of information.
  
- B. Unit II. Behavioral and Physical Evolution of the Non-Human Primates
  - 1. Construct a biological taxonomy by understanding how the order *primates* is defined and distinguished from other mammals.
  - 2. Compare and contrast the anatomies and physiologies of the non-human primates.
  - 3. Compare and contrast variations in social organization and social behavior among the non-human primates.

4. Demonstrate variations and similarities of social organization and behavior between the non-human primates and mankind.
  5. Demonstrate **empirical and quantitative skills** with the ability to formulate an inquiry and then identify and follow an investigative process using empirical and/or qualitative/quantitative reasoning to satisfy the inquiry.
- C. Unit III. Early Hominid Evolution
1. Demonstrate why and how the Australopithecines qualify as direct ancestors of modern man.
  2. Compare and contrast the similarities and variations among the different Australopithecines in anatomy and physiology.
  3. Explain the mechanics of early bimetallism.
  4. Interpret and explain the variations in Australopithecine behaviors.
  5. Demonstrate effective written, oral, and/or written **communication skills**.
- D. Unit IV. Early Human Evolution
1. Distinguish between the earliest members of the genus Homo.
  2. Interpret the evidence for early human behaviors and activities (hunting, migrating, religions, etc.).
  3. Analyze the level of culture present in early humans.
  4. Distinguish between the types of technology associated with the different groups of early humans.
- E. Unit V. Modern Humans
1. Describe how Homo sapiens are anatomically and physiologically different from early humans.
  2. Compare the different theories as to where, when, and how modern man first appeared.
  3. Contrast the culture of modern man with that of early humans.
  4. Trace the components of modern man's culture and the evolution of human civilization.
  5. Describe physical variation in modern populations.
  6. Apply the concept of "human races" to modern populations as both a physical and social idea.
  7. Demonstrate **social responsibility skills** with intercultural competence, knowledge of civic responsibility, and/or the ability to engage effectively in local, regional, national, and/or global communities.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Describe key concepts and methods of anthropology.
2. Compare and contrast the subfields of anthropology, including but not limited to physical anthropology, cultural anthropology, and archeology.
3. Demonstrate an understanding of anthropological approaches to human diversity.

### IV. Evaluation

#### A. Methods of Evaluation

Methods for course evaluation will be at the discretion of each instructor. Instructors may employ one or more of the following methods of evaluation:

- Essay Exams
- Objective Exams

- Papers
- Group and/or Field Projects
- Oral Reports
- In-class Activities

**B. Grading Scale**

Final grades can be based on a standard grading scale or a class grading curve.

**V. Disability Statement (Americans with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.